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Course Profiles

olic District School Board Writing Partnership

Classical Studies and International Languages

Course Profile

International Languages

Level 4
University Preparation
LWSDU (Spanish)

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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2002

BEC-9111 OHEC

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Acknowledgments

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Course Overview
International Languages, LWSDU (Spanish), Level 4, University Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Classical Studies, and International Languages, 2000.*

Prerequisite: International Languages (Spanish), Level 3, University Preparation

Course Description

This course prepares students for university studies in the Spanish language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of the countries where Spanish is spoken through the use of community resources and computer technology.

How This Course Supports Ontario Catholic School Graduate Expectations

The study of the Spanish language helps students become effective communicators; more reflective, critical, and creative thinkers, as well as discerning believers. The graduate will respect and affirm the diversity and interdependence of the world's peoples and cultures. As a life long learner and responsible citizen, the graduate will also be able to make appropriate decisions in light of Gospel and Church teachings.

Course Notes

Teachers should address school and board policies regarding safety, acceptable use of the Internet, and proper use of audio-visual equipment. On-going activities should reflect awareness of violence prevention and avoidance of bias within the learning environment. Teachers, in conjunction with special education teachers, should accommodate individual student needs. Cross-curricular integration assists students in making connections to other disciplines globally.

Units: Titles and Time

Unit 1	Después de graduarse	20 hours
Unit 2	¿Cuál es el futuro de nuestro planeta?	21 hours
Unit 3	¿Estás al día?	23 hours
* Unit 4	Problemas sociales y soluciones posibles	22 hours
Unit 5	¡Adelante! Explorar la literatura	24 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Después de graduarse

Time: 20 hours

Unit Description

This unit is expected to provide students with a comprehensive review of Spanish, Level 3, University Preparation. Students examine what their future may hold. They view the world as a place that is full of hope, an essential element for their future challenges and endeavours. This unit's activities lay the foundation for co-operative learning, whereby students learn to respect life, the future, the rights and responsibilities of humanity, the value of work, and the rewards of volunteer work in our evolving world.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Tasks/Activities
1	L1V.01, SPV.01, REV.01, WRV.01, LI1.01, SP1.01,.02, RE1.02 CGE1g,1i,2b,3d, 4e,4g,7j	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Bienvenido al futuro* - *Repasar el futuro del indicativo y su uso en expresiones de probabilidad, y el condicional* - *Repasar y elaborar el vocabulario del trabajo, profesiones y carreras* - *Repasar y discutir la importancia del trabajo voluntario* - *Coleccionar información sobre las universidades actuales* - *Imaginar una universidad ideal del futuro*
2	L1V.01, SPV.01, REV.01, WRV.01, LI1.01,.02, SP1.01,.02, RE1.02, WR1.01,.02,.03,.04 CGE1d,3b,4b,4c,7a	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*¿Adónde ir?* - *Repasar el comparativo y el superlativo de los adjetivos y sustantivos regulares e irregulares* - *Hacer un anuncio publicitario sobre la universidad ideal*
3	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02, SP1.01,.02, RE1.02,.04, WR1.01,.02,.03,.04 CGE1d,3b,5c,7i	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Volver al futuro* - *Repasar el posesivo y las contracciones y el uso de las conjunciones "e" y "u"* - *Enseñar el vocabulario de los productos útiles del futuro como los aparatos electrodomésticos, los coches plegables, etc.* - *Crear un producto futurístico*
4	REV.01, WRV.01, RE1.03, WR1.01,.02,.03,.04 CGE1c,1e,1h,1j,4a,6c,7d,7f	Knowledge/ Understanding Thinking/ Inquiry Application	*Mi mundo utópico* - *Enseñar el futuro perfecto del indicativo y de probabilidad, el condicional pasado y los diminutivos* - *Escribir una composición; Mi mundo ideal*
5	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02, SP1.01,.02,.03, RE1.02,.03,.04,.05 CGE1a,1d,3a,5d,7e,7h	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Un mundo "Atlántida" virtual* - *Discutir "Atlántida"* - *Crear y presentar un mundo subacuático y tridimensional en usando un programa de computadora*

Unit 2: ¿Cuál es el futuro de nuestro planeta?

Time: 21 hours

Unit Description

This unit invites students to evaluate, explore, and justify possible Christian solutions to the challenges/dilemmas/problems that are prevalent in our world. Global differences and diversities are examined. Students begin to explore the subjunctive. Among other tasks, students prepare and participate in an oral debate regarding an issue of global perspective. Students apply appropriate strategies to locate, read, and understand information founded on values of peace, justice, and solidarity.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Tasks/Activities
1	LIV.01, REV.01, WRV.01, LI1.01,.02,.03, RE1.01, WR1.01,.03,.04 CGE2b,4b,5g,7b	Knowledge/ Understanding Thinking/ Inquiry Application	*La "política"* - *Repasar el presente del indicativo y el pretérito perfecto del indicativo* - *Enseñar el vocabulario del ambiente político del mundo y el presente del subjuntivo* - *Hacer una búsqueda sobre el uso del subjuntivo en los periódicos electrónicos*
2	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02,.03, SP1.01,.02,.03,.04, RE1.02,.04, WR1.03,.04 CGE1d,1h,1i,2a, 2c,4d,4f,5e,6e,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Un encuentro interesante* - *Enseñar las expresiones para expresar emociones, duda, creencia, esperanza y otras expresiones impersonales y las conjunciones subordinadas* - *Entrevistar un líder de un país preferido/escogido a través de una teleconferencia*
3	LIV.01, REV.01, WRV.01, LI1.01, RE1.02,.03, WR1.01,.02,.03,.04 CGE1d,2b,3f,4d,7e	Knowledge/ Understanding Thinking/ Inquiry Application	*Cuando se cruzan los caminos* - *Enseñar el subjuntivo pasado* - *Escribir un ensayo sobre un producto bioquímico*
4	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02, SP1.01,.02,.03,.04, RE1.02,.05 WR1.03,.04 CGE1b,1d,1g,3c, 5a,5b,5f,7c,7e	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*¿Soluciones sencillas?* - *Continuar el estudio del subjunctivo presente y pasado* - *Hacer un debate sobre un reciente problema mundial visto de una prospectiva cristiana*

Unit 3: ¿Estás al día?

Time: 23 hours

Unit Description

Students examine and appreciate the diversity of the media, particularly in the Hispanic world. Exploration of radio, television, newspapers, magazines, theatre, and the Internet enhances their knowledge and understanding of the cultural life of Hispanics. The creation of a cyberspace newspaper or magazine allows students to take initiative and demonstrate Christian leadership. Students integrate their Catholic faith in an analysis/critical review and presentation of a media venue, e.g., prayers and/or poetry adapted to music.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Unit Overview Chart

Cluster	Learing Expectations	Assessment Categories	Focus/Tasks/Activities
1	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02, SP1.01,.03, RE1.02,.04, WR1.01,.03,.04 CGE1c,1i,2e,3e,4h,6e	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Yo no tengo soledad* - *Enseñar el vocabulario asociado con los medios de comunicación* - *Hacer una encuesta y un reportaje sobre los gustos de los medios de comunicación*
2	LIV.01, REV.01, WRV.01, LI1.01,.02, RE1.02, WR1.01,.02,.03,.04 CGE1c,1d,2b,2c,3b, 3f,3e,4c	Knowledge/ Understanding Thinking/Inquiry Application	*La pista cibernética* - *Repasar los adjetivos demonstrativos* - *Enseñar los pronombres demonstrativos* - *Crear un periódico o una revista en el espacio cibernético*
3	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, SP1.01, RE1.02 CGE1e,1f,6b,6d,7d	Knowledge/ Understanding Thinking/Inquiry Communication Application	*¿Cómo se expresa el alma?* - *Repasar los infinitivos* - *Enseñar el gerundio, los tiempos progresivos* - *Buscar un ejemplo de poesía y de oración hispana en el Internet y adaptarlo a la música o al baile*
4	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, SP1.01, RE1.02, WR1.01,.02,.03,.04 CGE1c,2e,5h	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Manual de comunicación* - *Repasar el imperfecto del indicativo* - *Enseñar la voz pasiva en el presente y el futuro, indicar el uso de la tercera persona plural de los verbos como sustitución, y enseñar el pluscuamperfecto del indicativo* - *Enseñar el uso de "se" reflexivo como voz pasiva* - *Crear un manual de instrucciones que ilustre lo que se necesita para comunicar efectivamente en el mundo tecnológico*

5	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02, SP1.01,.02,.03,.04, RE1.01,.02,.04, WR1.01,.02,.03,.04 CGE1d,2a,2c,3f,5b	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Exposición oral* - *Hacer una crítica que trate de un medio de comunicación, por ejemplo, una emisión televisiva, un drama o un vídeo musical*

Unit 4: Problemas sociales y soluciones posibles

Time: 22 hours

Unit Description

This unit provides opportunities for students to respect historical and cultural differences in today's changing world by engaging in more problem solving. Further study of the subjunctive will include activities to promote its use. Through the students' research, equality, democracy and solidarity, as witnessed in Catholic social teachings, are promoted and presented in an oratory format.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Tasks/Activities
1	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02,.03, SP1.01,.02,.03, RE1.02,.04, WR1.01 CGE1d,1h,2b,2d, 3c,6a,7f	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Buscar e investigar problemas* - *Repasar los números más de 1.000* - *Enseñar/repasar los números ordinales* - *Enseñar/repasar las abreviaturas, por ejemplo, EE.UU.* - *Investigar problemas sociales del mundo y discutirlos*
2	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02,.03, SP1.01.,02,.03, RE1.02,.04, WR1.01,.02,.03,.04 CGE1d,1e,1h,2c,3b, 3c,4a,6c,7c	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Resoluciones hipotéticas* - *Enseñar el imperfecto del subjuntivo y el pluscuamperfecto del subjuntivo* - *Crear situaciones hipotéticas en las cuales se discutan soluciones posibles en el siglo siguiente y presentarlas en un vídeo-documental*
3	LIV.01, REV.01, SPV.01, WRV.01, LI1.01, SP1.01.,02, RE1.01,.03,.05, WR1.01,.02,.03,.04 CGE2c,3b,4c,5c,7a, 7d	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Si fuera...* - *Enseñar el vocabulario relacionado con la historia de nuestro planeta y del mundo hispánico* - *Enseñar el subjuntivo en el uso de ciertas cláusulas adverbiales (tan pronto como, hasta que, antes de que, etc.)* - *Escribir un ensayo usando frases simples y compuestas: "Si fuera un personaje histórico,..."*

4	LIV.01, SPV.01, REV.01, WRV.01, LI1.01.,02,.03, SP1.01,.02,.03,.04, RE1.02,.04, WR1.01,.02,.03,.04 CGE1d,1e,1h,2e,3f, 4g,5c,6c,7e,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*¿Soluciones?* - *Repasar el subjuntivo* - *Enseñar la concordancia de los tiempos verbales* - *Crear un libro " hablante" sobre el tema, por ejemplo, "Si pudieras construir una muralla alrededor de tu país ¿a quién(es) o qué dejarías entrar, prohibirías entrar, etc.?"*
5	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02,.03, SP1.01.,02,.03,.04, RE1.02,.05, WR1.01,.02,.03, .04,.05 CGE1d,2c,3c,3f,4a, 5g,7f	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Pronunciar un discurso* - *Escribir y presentar un discurso sobre un problema social dando soluciones posibles*

Unit 5: ¡Adelante! Explorar la literatura

Time: 24 hours

Unit Description

Through a comparative study of genres, modern Hispanic literature (short stories, plays, novels, and poetry), students gain an appreciation of Hispanic culture around the world. Analysis of the characters, the plot, and the themes allows students to acquire a more thorough understanding of the culture and era under study. Students apply appropriate strategies to read, understand, interpret, and create a short story which contrasts Gospel moral values (e.g., forgiveness, love thy neighbour, etc.). Research is based on a global perspective using technological resources while exercising Christian leadership.

Strand(s): Communication (Listening, Speaking), Reading, Writing

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Tasks/Activities
1	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, SP1.01,.02, RE1.01,.02,.03,.04,.05 CGE 1d,2b,3c,7f	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Una obra de las tantas* - *Repasar el vocabulario asociado con la literatura* - *Presentar y estudiar varios géneros de literatura, por ejemplo, la novela, el teatro, el cuento y la poesía*
2	LIV.01, SPV.01, REV.01, WRV.01, LI1.02,.03, SP1.01,.04, RE1.03 CGE1d,1j,2c,3b,4g	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Oda a la charla* - *Enseñar el uso del discurso indirecto* - *Presentar unos personajes de una obra literaria estudiada y explicar su interacción en forma de telenovela*
3	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, SP1.01,.04, RE1.01,.02,.03,. CGE1i,2e,3b,4b,5g,7f	Knowledge/ Understanding Thinking/Inquiry Communication Application	*¡Acción!* - *Enseñar los proverbios y dichos* - *Dramatizar/adaptar una obra moderna de teatro hispano*

4	REV.01, WRV.01, RE1.01,.03,.05, WR1.01,.02,.03,.04,.05 CGE1d,2e,3f,5g,7f,7g	Knowledge/ Understanding Thinking/Inquiry Application	*Después de leer* - *Hacer un estudio escrito comparativo sobre géneros de literatura estudiada*
5	LIV.01, SPV.01, REV.01, WRV.01, LI1.02, SP1.01,.04, RE1.02,.03,.04,.05, WR1.01,.02,.03,.04,.05 CGE1a,1h,1j,2c,3a,3d,4a, 5c,6c,7e,7j	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Adelante con la imaginación* - *Crear un propio cuentito y presentarlo*

Course Evaluation

At the end of this course, teachers have the opportunity to assess the overall effectiveness of their programs. Teachers may utilize a student evaluation form to gather information on how to modify the program for student success. Teachers should review the content and the instructional and assessment strategies of the course in order to revise the Spanish program to improve student achievement of the expectations.

Teaching/Learning Strategies

A wide variety of teaching and learning strategies should be employed to sustain student interest and maximize learning. All types of learning styles should be accommodated. Teaching and learning strategies reflect a balance of independent, collaborative, and teacher-directed activities. Activities are relevant and motivating and allow for student creativity. Resources (Internet, video, and print) must be previewed before use. Information technology has been included for all units in the course overview.

Assessment & Evaluation of Student Achievement

Teachers should assess what students learn and how well they learn. Teachers should also provide opportunities for students to examine and reflect on their personal values, abilities, and aspirations and on how these influence life's choices and opportunities. Students need a variety of opportunities to demonstrate their knowledge and skills. Teachers should use a variety of techniques to assess and to evaluate these performances of learning (e.g., tests, checklists, rubrics, etc.). Teachers should use a repertoire of assessment techniques, including diagnostic, formative, and summative assessment to include student achievement of Ministry and Ontario Catholic School Graduate Expectations.

Reporting Student Achievement

A final grade is recorded for each Spanish course and a credit is granted for every course in which the student's grade is 50% or higher.

The final grade is determined as follows:

- **70%** of the grade is based on assessments and evaluations throughout the course,
- **30%** of the grade is based on a final evaluation in the form of an examination, performance, or other method of evaluation suitable to the course content and administered near the end of the course. It should assess the three strands of Oral Communication (Listening and Speaking), Reading, and Writing.

The final mark should reflect the expectations of the three strands: Oral Communication (Listening and Speaking), Reading, and Writing.

Accommodations

Teachers are expected to be acquainted with students' Individual Education Plans (IEP), the unique learning characteristics of individual students, and to make the necessary accommodations.

In order to meet the needs of these students, a variety of strategies, techniques, or resources may be used, e.g., use cue cards, pair students according to task, modify written tests. Every attempt is made by the teacher to accommodate students' individual needs in order to increase their success in the course.

Teachers:

- consult with Special Education personnel while reviewing Individual Education Plans (IEPs) of students with special needs, noting recommendations and accommodations for all identified students, e.g., gifted, students with physical, behavioural and/or intellectual challenges, and students with learning disabilities;
- are prepared to offer alternative formats for assignments and presentations. These may include pre-recorded audiocassettes, videotaped conversations, the use of a script, etc.;
- refer to IEPs for recommendations and accommodations when assessing and evaluating students identified with special needs;
- arrange on-going extra opportunities for the reinforcement of vocabulary and grammatical structures;
- sensitively select partners allowing one student's strengths to compensate for another student's challenges.

Resources

Specific resources have been included in the course overview for the units and activities. Community resources are also very useful: community organizations, clubs, embassies, consulates, bookstores, travel agencies, newspaper, radio and television stations, theatres, museums, art galleries, local churches, libraries (city, university and college) multimedia resources, and guest speakers from the Hispanic community (or within the schools).

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. The teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work from the Internet is not allowed without the permission of the owner."

Print

Barlow, Genevieve and William Stivers. *Leyendas latinoamericanas*. Lincolnwood, Illinois: National Textbook Company, 1996. ISBN 0-8442-7239-6

Barlow, Genevieve and William N. Stivers. *Leyendas mexicanas*. Lincolnwood, Illinois: National Textbook Company, 1996. ISBN 0-8442-7238-8

Barlow, Genevieve and William N. Stivers. *Stories from Spain: Historias de España*. Lincolnwood, Illinois: National Textbook Company, 1998. ISBN 0-8442-7241-8

Cabazon, M.J. *Nosotros los jóvenes*. Toronto, Ontario:Harcourt, 1989. ISBN 0-15-388350-2

Carlson, Lori Marie. *You're On! Seven Plays in English and Spanish*. New York: Morrow Junior Books, 1999. ISBN 0-688-16237-1

Chastain, Kenneth. *Exploraciones en literatura*. Illinois: National Textbook Company, 1994. ISBN 0-8442-7659-6

Dreke, Michael, Wolfgang Lind, and Margaret Schulbach Rüping. *Español en Pareja. Estímulos para hablar en la clase de español comunicativa. Hojas de trabajo para principantes y avanzados*. Berlin, Germany: Druckhaus Langenscheidt, 1991. ISBN 3-468-49998-1

Funston, James F. *Somos Así ¡Ya!*. Saint Paul, Minnesota: EMC Paradigm Publishing, 2000. ISBN 0-8129-1937-7

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. New York: The Modern Languages Association of America. 1999. ISBN 0-87352-975-8

González, J.R. *Literatura Moderna Hispánica. An Anthology*. Lincolnwood, Illinois: National Textbook Company, 1995. ISBN 0-8442-7029-6

Iacofano, Judy. *Foreign Language Teacher's Internet Yearbook*. Auburn, Hills, MI: Teacher's Discovery, 1996.

Juntos Dos y Tres. (textbooks) Juntos Magazines. New Jersey: Prentice-Hall, Inc., 1997. ISBN 0-13-838905-5 (*Dos*) and ISBN 0-13-415761-3 (*Tres*)

Leigh, Heather. *Por correo*. England: Longman, 1986. ISBN 0-582-33157-9

Medley, Jr., Frank W., Carolyn L. Hansen, and Gillian D. Paul. *¡Sin Duda! Más lecturas al día*. Boston, Massachusetts: Heinle & Heinle Publishers, 1993. ISBN0-8384-2378-7

Muckley, Robert L. and Eduardo E. Vargas. *Cuentos puertorriqueñeos*. Illinois: National Textbook Company, 1995. ISBN 0-8442-7043-1

Ontario Ministry of Education and Training. *You and the Job Market: Quick reference to today's job market for career counselling and career planning*. 1997.

Olivello de Castello, Matilde. *¡Ya Comprendo! A Communicative Course in Spanish*. New York: Macmillan Publishing Co., 1990. ISBN 0-02-320151-7

Plue, Leo, Warren Palmer, and Cheryl Karakokkinos. *Careers Today and Tomorrow*. Toronto, Canada: Irwin Publishing Ltd., 2000. ISBN 0-7725-2852-7

Reid, Elizabeth. *Spanish Lingo for the Savy Gringo*. Round Rock, TX: In One Ear Publications, 2000. ISBN 1-881791-08-04

Repaso. A Complete Review Workbook for Grammar, Communication, and Culture. NTC: Illinois, 1997. ISBN 0-8442-7412-7

Rouve, Sonia and Ray Symons. *Direct from Spain Authentic Materials for Reading and Conversation for Advanced-Beginning and Intermediate Students*. Lincolnwood, Illinois: NTC, 1994. ISBN 0-8442-7355-4

Possible Readers

(Students are expected to read a minimum of 200 pages of text: 100 intensive and 100 extensive as required for International Languages, Level 4 University.)

Aldecoa, Ignacio. *Cuentos.* Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 0-88436-283-3

Andrade, Marcel C. *El Cid - An adaptation in prose for intermediate students*. Illinois: NTC, 1992. ISBN 0-8442-7119-5

Andrade, Marcel C. *Lazarillo de Tormes* (Adapted for Intermediate Students). Illinois: NTC, 2000. ISBN 0-658-00570-7

Asturias. *Leyendas de Guatemala.* Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 0-88436-290-6

Axtaga. *Lista de locos y otros alfabetos*. Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 0-8219-1863-X

Baroja, Pio. *Las inquietudes de Shantí Andía.* Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 0-88436-062-8

Blasco, Ibáñez. *Sangre Y Arena.* Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 84-294-3439-92436-062-8

Buñuel, Miguel. *Las tres de la madrugada*. Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 0-88436-061-X

Cela, Camilo José. *Y el planeta en punto*. Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 0-8219-1206-2

Cervantes, Miguel de. *Don Quijote de la Mancha. Primera Parte y Segunda Parte*. Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 0-88436-056-3 and ISBN 0-88436-887-4

Díez, Luis Mateo. *Tres cuentos*. Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 0-8219-1209-7

EMC Corporation. *¡A la aventura!* (readers: levels 1-4) *La guitarra misteriosa. Los secretos de familia. Un grabado de Goya. El penitente elusivo*. Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 0-88436-858-0

Fabiola, Franco. *El novio robado*. Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 0-8219-0062-5 (complete kit: audiocassettes, textbook, workbook & teacher's guide)

Fabiola, Franco. *El concierto siniestro*. Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 0-8219-0063-3 (complete kit: audiocassettes, textbook, workbook & teacher's guide)

Gaite. *Caperucita en Manhattan*. Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 0-8219-1861-3

Gaite. *Las ataduras*. Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 0-8219-1057-4

Galdós, Benito Perez. *Tristana*. Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 0-88436-279-5

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Manuel. *El Conde Lucanor*. Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 0-88436-917-X

Matute, Ana María. *Historias de la Artámila*. Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 0-88436-889-0

Millás. *Papel Mojado*. Toronto, Ontario: Irwin Publishing-EMC Corp., 2001. ISBN 0-88436-999-4

Neruda, Pablo. *Neruda's Garden: An Anthology of Odes*. Pennsylvania: Latin American Literary Review Press 1995. ISBN0-935480-68-4

Prentice Hall Choices in Literature (Anthology). *Selecciones Literarias* (Copper, Bronze, Silver). New Jersey: Prentice Hall, 1997. ISBN 0-113-418047-X (Bronze), 0-13-418039-9 (Copper)

Sanchez-Silva, José María. *Marcelino Pan y Vino.* Dinamarca: Grafisk Forlag A/S, 1975. ISBN 87-429-7731-2

Varona-Lacey, Gladys M. *Introducción a la literatura Hispano-Americana: de la conquista al siglo XX.* Illinois: NTC 1997. ISBN 0-8442-7679-0

Valette, Rebecca. *Album: Cuentos del Mundo Hispánico*. Toronto, Ontario: Heath, 1984. ISBN 0-669-0678-2

Zorilla. *Don Juan Tenorio*. Ottawa, Ontario: Girol Books Inc., 1998. ISBN 84-2944048-8

Magazines

Chicos, Muchachos, Todos Amigos. ELI Distributors, The Resource Centre, P.O. Box 190 Waterloo, Ontario N2J 3Z9 Tel. (519) 885-0826, Fax (519) 747-5629

Ediciones Paulinas 3022 Dufferin, Toronto, Ontario M6B 375 (416) 781-9131 (Religious materials)

Liapunou, M. *Juntos Dos Magazines*. Toronto: Marangr, 1997. ISBN 0-13-4115704-04

Technological

Batalla de palabras. Roanoke: Gessler Publishing Co., Inc., 1987. (software)

Gaiero, Robert D. *Spanish Bit by Bit 1, 2, 3.* St. Catherines: Tutor Enterprises, 1996. (software)

Spanish for Everyone. Cambridge: The Learning Company, 1997. ISBN 0-7630-1489-3 (CD-ROM)

Video, *A Piece of the Puzzle* (Guidance Department or contact Fairmeadow Centre, Toronto District School Board, 416-395-4920)

Films

Arrow Film Distributors – www.arrowfilms.co.uk

FilmArobics, Inc. Vernon Hills, Illinois. Webpage – www.filmarobics.com Fax: 1-847-367-5669

Films for the Humanities and Sciences. P.O. Box 1051, Fort Erie, ON L2A5N8 1-800-257-5126, Webpage – www.films.com (vast selection of Spanish/Latin American film and videos of artists, writers, history and culture). *Acts of Faith: Jewish Civilization in Spain.* (English, 52 minutes, colour) ISBN #ECX3989, *Christians, Jews, and Moslems in Medieval Spain.* (English, 33 minutes, colour) ISBN # ECX1958, *Ignacio de Loyola* (Spanish, 60 min. colour), ISBN # ECX11378, *The Religions of the Book* (English, 48 min. colour), ISBN # ECX8387, *La Isla de Las Almas.* (Spanish with English subtitles) ISBN # ECX9112

Teacher's Video Company, a division of Global Video, LLC, P.O. Box 4455-1F108 Scottsdale, Arizona, 1-800-262-8837 www.teachersvideo.com *Romero.*Teacher's Video Company, (English, PG-13, 105 minutes), Item # R0S

Internet

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Yahoo – Spanish
www.yahoo.com

Excite – Spanish
www.excite.es

Canadian space guide
www.spacejobs.com/index.html

OMLTA
webhome.idirect.com/~omlta/

American Council on the Teaching of Foreign Languages
www.actfl.org/

Biblia
www.catolicos.org/biblias.htm

Sí, Spain
www.SiSpain/english/index.html

Documentos de Santos
www.catolicos.org/documentossantos.htm

Countries Online
www.altapedia.com/online/contents.htm

A World of Information
www.emulateme.com

Lycos – Spanish
www.lycos.es

AltaVista – English
www.altavista.com

An elegant multi-lingual searchengine
www.google.com

Modern Language Association of America
www.mla.org/

La Tuna
tuna.upv.es/

Latin Music Company
www.fonovisa.com/

Ancient History
http://www.classics.Isa.Umich.edu

Folk Dancing in Mexico
www.alegria.org

Links to Latin American Sites
www.latinolink.com

Mexico Online
www.mexicool.com

Madrid Monthly
www.softdoc.es/
Latin America
latinworld.com
Virtual Spain
www.clark.net/pub/jumpsam/index.html
Tour Spain
www.spaintour.com/indexe.html
Mexico City
www.mexicocity.com.mx
Guatemala
www.eecs.wsu.edu/~pomero/literatura/guatemala.html
Peru
www.peru-info.com/
Familias Católicas
www.catolicos.org/familias.htm
Language Translation
www.logos.it dictionaries.travlang.com
Grammar Worksheets
http://php.indiana.edu/~jsoto/ejercicios.html
Self-Check Exercises
mld.ursinus.edu/~jarana/Ejercicios/self_check.html
Newspaper – El Popular
noticias.ole.es
Costa Rican Newspaper
www.nacion.co.org
Virtual Tourist
www.vtourist.com/
Magazines Galore
www.enews.com
CNN en español
www.cnnenespanol.com
National Geographic Society Online
www.nationalgeographic.com
Latin American Studies Virtual Library
www.lanic.utexas.edu/las.html
Electronic Embassy
www.embassy/org/
Univision (television station from Miami)
www.univision.net/startpage.html

Spain's Office of Tourism
http:www.okspain.org
Cyber Spain
www.cyberspain.com/
Chile
sunsite.dcc.uchile.cl/chile/chile.html
Dictionaries
www.onelook.com
More Spanish Resources
www.cfls.ndhq.dnd.ca/spa.html
Videos
www.madridman.com/
Spain's Foremost Newspaper
www.elpais.es
Bilingual Magazine
www.enespanol.com/home.html
Spanish Literature Links
www.geocities.com/~lagringa/litspn.html
Celebrating Hispanic Heritage
http://www.gale.com/freresrc/chh/
PBS Teacher Source: Hispanic Heritage
http://www.pbs.org/teachersource/thismonth/sept00/index.shtm
Hispanic Heritage Awards
http://www.hispanicawards.org/
Classroom Connect
http://www.classroom.com
Spanish Language and Culture
http://globegate.utm.edu/spanish/span.html
City Net-Cities and Countries
http://www.city.net/countries/
Páginas Amarillas
www.amarillas.com
Films
http://www.voicegroup.com/
Media
http://www.pluribusmedia.com/
Spanish Media
http://unt.edu/flli/spanish6htm
News from Columbia
www.elheraldo.com.co

Jobs/Careers/Tradeswww.monster.com
www.jobdirect.com
careers.yahoo.com
www.jobsleuth.com
www.employmentspot.com

Celebrating Hispanic Heritage: Historical Mini-articles
http://www.somosprimos.com/heritage.htm#Mini-articles
Hyperhistory
www.hyperhistory.com
History Links
www.ukans.edu/history/VL

Flamenco Dancing
www.andalucia.com/flamenco/home/htm
Worldwide Newspapers
www.all-links.com/newscentral
Canadian Museum of Civilization
http://www.civilization.ca
Canadian universities
Myfuture.ca
El Oteador
http://cvc.cervantes.es/oteador
United Nations
http://www.pbs.org/tal/un

OSS Policy Considerations

Teachers refer to *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000*. It is the responsibility of the teacher to review the necessary language structures in order to give students the basis for a successful learning experience. [Any resources to support anti-discrimination education, equity/social justice issues, career goals/cooperative education, community partnerships, and faith development support many of the Ontario Secondary School Policies as well as *The Ontario Catholic School Graduate Expectations*.] Teachers are to be familiar with *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999.*

Appendix 1A

Profesiones y carreras

el abogado	el actor	el arquitecto	el artista	el astronauta	el bibliotecario
el bombero	el camionero	el carnicero	el carpintero	el cartero	el científico
el contador	el dentista	el electricista	el enfermero	el granjero	el marino
el mecánico	el médico	el periodista	el pescador	el piloto	el plomero
el policía	el profesor	el soldado	el taxista	el veterinario	

Appendix 1B

Creating a Presentation from Scratch using Computer Software

Required Materials: Computer slide presentation software, teacher librarian (if available), and a computer disk for each student in order to save work

Steps:

1. Review basic concepts regarding computer slide presentation: slide, layout, views, (normal, outline, etc.).
2. Review toolbars and icons needed to complete the assignment: standard, formatting, common tasks, etc.
3. Start software and have students create a blank presentation.
4. Students select the first highlighted slide using the New Slide dialogue box.
5. Students key in Name and Course.
6. Students create a second slide by clicking the New Slide Icon.
7. Students select Auto layout Number 2.
8. Students enter the title of their choice, then add 3 bulleted lines of text to complement the title.
9. Students create a third slide by clicking the New Slide Icon.
10. Students select the Auto layout slide that contains clip art on the left and bulleted text on the right.
11. Students add an appropriate title, insert a clip art on the left and bulleted text to complement the image.
12. Students create a fourth slide by clicking the New Slide Icon.
13. Students use the Auto layout slide that contains the Title and Text (slide 2).
14. Students create a concluding/closing slide of their information (students are to use the Promote and Demote button with this slide).
15. Students use the menu bar to add a design template. The design template must be consistent with the information in the slides.
16. Students save the presentation.
17. Students print two copies: one for evaluation and one for their portfolio.

Appendix 2A

El ambiente político

el voto	el pasaporte	la visa	el emigrante	el inmigrante	la justicia
el senado	el presidente	el público	el ejército	el ministro	La Cruz Roja
la benevolencia	el/la policía	la autoridad	la seguridad	la elección	la democracia
el comunismo	el socialismo	el dictador	el líder	el comisario	las víctimas
los soldados	el juez	la república	los prisioneros	la guerra	el odio
el embajador	la economía	los detenidos	el majistrado	la paz	el amor
el terror	la estabilidad				

Appendix 2B

Estudio de Página Web

Nombre _____ **Fecha** _____

Identifique un tema (un asunto) tomado de la página Web (escogido por su profesor). Use el siguiente esquema para evaluar la página Web en términos de facilidad de navegación y de contenido.

Búsqueda de un tema que Usted conoce bien/poco. Tema escogido _____

Enlaces Claves

La Navegación

- ❑ Medios establecidos _____
- ❑ Conexiones anotados _____
- ❑ Página inicial fácil de conseguir _____
- ❑ Elementos o colores comunes _____
- ❑ Dirección del sitio Web siempre disponible _____
- ❑ Máximo dos enlaces necesarios para encontrar la información necesaria _____

Contenido

- ❑ Preguntas frecuentemente hechas _____
- ❑ Preciso y bien investigado _____
- ❑ Comprensivo y de alta calidad _____
- ❑ Corriente (al día) _____
- ❑ Fuentes documentadas _____
- ❑ Lecturas adicionales disponibles _____

Comentarios:

_____

¿Cómo evaluaría Ud. el sitio en cuanto a la información disponible y su utilidad? Dé evidencia para justificar sus conclusiones. Escriba un párrafo en forma de reportaje evaluando la calidad total de la página Web.

Appendix 5A

Comparación de personajes literarios

Nombre _____ **Fecha** _____

Complete el siguiente esquema para planear un ensayo de comparación de personajes literarios.

Obra literaria _____ Elementos que quiero comparar _____

	Semejanzas	Diferencias
Primer punto de comparación		
Segundo punto de comparación		
Tercer punto de comparación		

Appendix 5B

Analizar un ensayo literario

Nombre _____ **Fecha** _____

Use el siguiente espacio para evaluar el ensayo.

A/ Tesis – Escriba la declaración de la tesis.

_____

_____

B/ Organización – Use el siguiente esquema para hacer apuntes del resumen del ensayo en el cual Ud. indicará la información más importante de cada párrafo.

Párrafo	Contenido
1	
2	
3	
4	
5	
6	

1. ¿El autor ha usado la forma de bloque o de punto a punto?

2. ¿El uso de comparación/metáforas, etc. ha sido una manera efectiva en comprobar la tesis? Explique.

C/ Conclusión -

1. Evalue la eficacia de la conclusión con una nota de 1 a 5. 1 para una conclusión débil y 5 para una conclusión excelente. Nota _____

2. Explique las razones de su evaluación.

Appendix 5C

Rúbrica para la destreza escrita

* This rubric is intended as formative/summative instrument to enable the student to acquire the highest achievement level.

Categoría/ Expectativas	Nivel 1 (50-59%)	Nivel 2 (60-69%)	Nivel 3 (70-79%)	Nivel 4 (80-100%)
Knowledge/ Understanding *Conocimiento de convenciones lingüísticas y de estructuras gramaticales (ej. tiempo de los verbos, ortografía, puntuación, vocabulario)* *Conocimiento del contenido y del estilo de escritura*	- demeustra conocimiento y exactitud limitado del uso de las convenciones lingüísticas y de las estructuras gramaticales - demuestra una comprensión limitada en el desarrollo de un buen ensayo	- demeustra poco conocimiento y exactitud del uso de las convenciones lingüísticas y de las estructuras gramaticales - demuestra poca comprensión en el desarrollo de un buen ensayo	- demeustra un conocimiento y exactitud considerable del uso de las convenciones lingüísticas y de las estructuras gramaticales - demuestra una comprensión considerable en el desarrollo de un buen ensayo	- demeustra un conocimiento y exactitud excelente del uso de las convenciones lingüísticas y de las estructuras gramáticales - demuestra una comprensión excelente en el desarrollo de un buen ensayo
Thinking/Inquiry *Organización*	- demuestra una destreza limitada en las transiones entre las ideas y hay una variedad mínima	- demuestra un poco de destreza en las transiones entre las ideas y hay poca variedad	- demuestra una destreza considerable en las transiones entre las ideas y hay una variedad suficiente	- demuestra una destreza excelente en las transiones entre las ideas y hay una variedad enorme
Creatividad lingüística	- escribe siguiendo un modelo	- escribe cambiando un poco el modelo que sigue	- escribe cambiando suficientemente el modelo que sigue	- escribe creando su proprio estilo
Communication *Contenido/ Enfoque en el tema (ej. idea principal, desarollo de ideas, uso de información, etc.)*	- comunica las ideas e información de una manera limitada y confusa	- comunica las ideas con poca organización y claridad y necesita más información de apoyo	- comunica las ideas con suficiente información y claridad pero la información de apoyo es general	- comunica las ideas con muchísima información detallada, con claridad y con confianza
Secuencia (ej. organización, uso del lenguaje, uso de detalles, etc.)	- usa el lenguaje y los detalles de una manera limitada y vaga y necesita mucha organización y revisión	- usa el lenguaje y los detalles de una manera original y necesita más organización y revisión	- usa el lenguaje y los detalles bastante bien y hay suficiente evidencia de organización y de revisión	- usa el lenguaje y los detalles de una manera excelente y hay una gran evidencia de organización y de revisión

Appendix 5C (Continued)

Application *Introducción*	- se limita en la organización y en la manera como introduce el tema principal así que la introducción ne es clara	- introduce el tema de una manera general y poco clara	- introduce el tema principal considerablemente bien así que la introducción es bastante clara y efectiva	- introduce el tema principal de una manera excelente y la plantea de una manera creativa y muy clara
Fuentes para las citas y los hechos	- demuestra una destreza limitada en el uso correcto de fuentes para las citas y los hechos	- demuestra poca destreza en el uso correcto de fuentes para las citas y los hechos	- usa correctamente la mayor parte de fuentes para las citas y los hechos	- demuestra una destreza excelente en el uso correcto de fuentes para las citas y los hechos
Uso del proceso de escritura en nuevos contextos (ej. estructura gramaticales, introducción, conclusión, etc.)	- demuestra una habilidad limitada usando las estructuras gramaticales en el contexto de un ensayo	- demuestra poca habilidad usando las estructuras gramaticales correctamente en el contexto de un ensayo	- demuestra una habilidad considerable usando las estructuras gramaticales en el contexto de un ensayo	- demuestra una habilidad excelente usando las estructuras gramaticales correctamente y efectivamente en el contexto de un ensayo

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Coded Expectations, International Languages, Level 4, University Preparation, LBADU-LYXDU

Oral Communication: Listening

Overall Expectation

LIV.01 · demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes.

Specific Expectations

LI1.01 – demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information (e.g., comment on views expressed in conversations and discussions);

LI1.02 – demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations (e.g., prepare a synopsis of a radio or television documentary that focuses on current issues);

LI1.03 – demonstrate an understanding of cultural aspects of the international language by identifying regional differences in language as well as different levels of language.

Oral Communication: Speaking

Overall Expectation

SPV.01 · communicate orally in various situations and for a variety of purposes, using language appropriate to the level.

Specific Expectations

SP1.01 – use standard pronunciation and intonation in the international language with accuracy and fluency;

SP1.02 – participate in conversations and group discussions using vocabulary and language structures appropriate to the level (e.g., take part in a debate on desirable careers);

SP1.03 – express personal opinions and explain ideas in a variety of prepared and open-ended conversations (e.g., participate in a video conference with students from another school);

SP1.04 – demonstrate an understanding of the culture of countries where the language is spoken in a variety of creative activities (e.g., dramatize a literary work).

Reading

Overall Expectation

REV.01 · read age- and language-appropriate passages from different sources for a variety of purposes.

Specific Expectations

RE1.01 – read, for comprehension of main ideas and supporting details, selections from a variety of texts,* including a minimum of three genres (e.g., novels, plays, film scripts);

***Note:** students are expected to read at least 200 pages of text (100 intensive, 100 extensive) at this level.

RE1.02 – read aloud with accuracy and fluency;
RE1.03 – demonstrate the ability to make inferences and predictions concerning characters and events in short stories and novels, as well as connections between ideas and facts in non-fiction works;
RE1.04 – respond to a range of texts in a variety of media by relating the ideas and themes to contemporary issues and personal experiences;
RE1.05 – demonstrate an understanding of the culture of countries where the language is spoken in a variety of complex and well-researched projects (e.g., prepare a presentation on a historical or cultural topic using a variety of print resources).

Writing

Overall Expectation

WRV.01 · write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

WR1.01 – write reports and compositions, using vocabulary and language structures appropriate to the level (e.g., write a book or film review);
WR1.02 – express ideas and feelings in writing, using increasingly complex forms (e.g., write short essays and narrative, descriptive, and expository passages);
WR1.03 – revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 – edit and proofread their work, with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources (e.g., print and electronic dictionaries, spell-check and grammar features of software programs);
WR1.05 – demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays (e.g., write an essay on the literature, music, or art of a country where the language is spoken).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1a -illustrates a basic understanding of the **saving story** of our Christian faith;

CGE1b -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;

CGE1c -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;

CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;

CGE1e -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith);

CGE1f -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;

CGE1g -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;

CGE1h -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;

CGE1i -integrates faith with life;

CGE1j -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

CGE2a -listens actively and critically to understand and learn in light of gospel values;

CGE2b -reads, understands and uses written materials effectively;

CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d -writes and speaks fluently one or both of Canada's official languages;

CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE3b -creates, adapts, evaluates new ideas in light of the common good;

CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d -makes decisions in light of gospel values with an informed moral conscience;

CGE3e -adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b -demonstrates flexibility and adaptability;

CGE4c -takes initiative and demonstrates Christian leadership;

CGE4d -responds to, manages and constructively influences change in a discerning manner;

CGE4e -sets appropriate goals and priorities in school, work and personal life;

CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE4h -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

CGE5a -works effectively as an interdependent team member;

CGE5b -thinks critically about the meaning and purpose of work;

CGE5c -develops one's God-given potential and makes a meaningful contribution to society;

CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE5f -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7b -accepts accountability for one's own actions;

CGE7c -seeks and grants forgiveness;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good.

Unit 4: Problemas sociales y soluciones posibles

Time: 22 hours

Unit Description

This unit provides opportunities for students to respect historical and cultural differences in today's changing world by engaging in more problem solving. Further study of the subjunctive includes activities to promote its use. Through the students' research, equality, democracy and solidarity, as witnessed in Catholic social teachings, are promoted and presented in an oral format.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Focus/Tasks
1. Buscar e investigar problemas	3 hours	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02,.03, SP1.01,.02,.03, RE1.02,.04, WR1.01 CGE1h,2b,2d,3c, 6a,7f	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*- Repasar los números más de 1.000* *- Enseñar/repasar los números ordinales* *- Enseñar/repasar las abreviaturas, por ejemplo, EE.UU.* *- Investigar problemas sociales del mundo y discutirlos*
2. Situaciones hipotéticas	5 hours	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02,.03, SP1.01.,02,.03, RE1.02,.04, WR1.01,.02,.03,.04 CGE1d,1e,1h,2c, 3b,3c,4a,6c,7c	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*- Enseñar el imperfecto del subjuntivo y el pluscuamperfecto del subjuntivo* *- Crear situaciones hipotéticas en las cuales se discutan soluciones posibles en el siglo siguiente y presentarlas en un vídeo-documental*
3. Si fuera…	5 hours	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, SP1.01.,02, RE1.01,.03,.05, WR1.01,.02,.03,.04 CGE2c,3b,4c,5c, 7a,7d	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*- Enseñar el vocabulario relacionado con la historia de nuestro planeta y del mundo hispánico* *- Enseñar el subjuntivo en el uso de ciertas cláusulas adverbiales (tan pronto como, hasta que, antes de que, etc.)* *- Escribir un ensayo usando frases simples y compuestas: "Si fuera un personaje histórico,..."*

4. ¿Soluciones?	5 hours	LIV.01, SPV.01, REV.01, WRV.01, LI1.01.,02,.03, SP1.01,.02,.03,.04, RE1.02,.04 WR1.01,.02,.03,.04 CGE1d,1e,1h,2e, 3f,4g, 5c,6c,7e,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	- *Repasar el subjuntivo* - *Enseñar la concordancia de los tiempos verbales* - *Crear un libro "hablante" sobre el tema "Si pudieras construir una muralla alrededor de tu país ¿a quién(es) o qué dejarías entrar, prohibirías entrar, etc.?"*
5. Pronunciar un discurso	4 hours	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02,.03, SP1.01.,02,.03,.04, RE1.02,.05, WR1.01,.02,.03, .04,.05 CGE1d,2c,3c,3f,4a, 5g,7f	Knowledge/ Understanding Thinking/ Inquiry Communication Application	- *Escribir y presentar un discurso sobre un problema social dando soluciones posibles*

Prior Knowledge & Skills

- All language structures studied to date as per *The Ontario Curriculum, Grades 10, 11, and 12, Classical Studies and International Languages, 2000.*

Unit Planning Notes

- The teacher gathers the resources needed.
- Refer to *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000* document in order to establish the criteria checklists for the assessment and evaluation of student learning throughout the unit.
- The teacher prepares the evaluation criteria for the unit activities prior to introducing the unit.
- The teacher prepares language/vocabulary worksheets, quiz/quizzes to assess verb forms, and assessment sheets and/or rubrics for the assessment of oral and written activities.

Teaching/Learning Strategies

A variety of teaching and learning strategies have been provided to maintain the interest of the students and maximize success for all types of learners.

- The teacher pre-teaches/reviews functional language (structure, theme vocabulary) required for the successful completion of the tasks prescribed in this unit.
- Teaching and learning strategies used with the whole class are brainstorming, problem solving, general discussion, presenting/introducing.
- Teaching and learning strategies also used are memorizing, collaborative/cooperative learning, interviewing, oral communication, reporting, Internet search, videotaping, audiotaping, and CD-ROMs.
- Students use appropriate language structures in all three strands.
- The teacher tests vocabulary, verb tenses, and other language structures.
- The teacher provides listening comprehension activities that increase in complexity and establishes use of portfolios as evidence of student growth.

Assessment & Evaluation of Student Achievement

- Note-taking, gathering, and organizing information, reading age- and language-appropriate materials, writing, questioning, and conferencing
- Formal and informal observation, paper-pencil tests, oral presentations, formal written assignments, and rubrics
- Survey assignments, listening exercises (e.g., dictations), discussions, and student portfolios

Accommodations

- Consult with Special Education staff for specific recommendations and accommodations according to IEPs for students identified with special needs.
- Pair students so that one student's strengths help compensate for another student's challenges.
- Adapt the number of required activities and the level of difficulty to agree with the IEPs for students identified as exceptional, e.g., gifted students, students with learning disabilities.

Activity 1: Buscar e investigar problemas

Time: 3 hours

Description

This activity provides students with the opportunity to examine the moral and ethical use of media such as the Internet. They participate in a scavenger hunt using the newspaper, magazines, and the Internet. The importance of identifying purpose, audience, and style in order to create a voice in their own writing is examined. Students learn to honour and value the greatness of God's given world and the diversity of its people by experiencing life through journalism.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

1h - respects the faith traditions, world religions, and the life-journeys of all people of good will;
2b - reads, understands, and uses written materials effectively;
2d - writes and speaks fluently one or both of Canada's official languages;
3c - thinks reflectively and creatively to evaluate situations and solve problems;
6a - relates to family members in a loving, compassionate, and respectful manner;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information (e.g., comment on views expressed in conversations and discussions);
LI1.02 - demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations (e.g., prepare a synopsis of a radio or television documentary that focuses on current issues);
LI1.03 - demonstrate an understanding of cultural aspects of the international language by identifying regional differences in language as well as different levels of language;
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and group discussions using vocabulary and language structures appropriate to the level (e.g., take part in a debate on desirable careers);
SP1.03 - express personal opinions and explain ideas in a variety of prepared and open-ended conversations (e.g., participate in a videoconference with students from another school);
RE1.02 - read aloud with accuracy and fluency;
RE1.04 - respond to a range of texts in a variety of media by relating the ideas and themes to contemporary issues and personal experiences;
WR1.01 - write reports and compositions, using vocabulary and language structures appropriate to the level (e.g., write a book or film review).

Prior Knowledge & Skills

- All language structures and grammar studied to date

Planning Notes

- Prepare review materials on cardinal numbers over 1000.
- Prepare an activity worksheet (Scavenger Hunt Type Game) listing examples of cardinal and ordinal numbers and abbreviations.
- Procure Spanish newspapers and magazines for Scavenger Hunt Game.
- Visit related websites on the Internet prior to activity (see Appendix 4A – Scavenger Hunt por Internet).
- Procure small prizes for Scavenger Hunt Game (optional).
- Prepare an activity on abbreviations (see Appendix 4B – Algunas abreviaturas).

Teaching/Learning Strategies

- The teacher reviews cardinal numbers.
- The teacher teaches ordinal numbers and abbreviations (see Appendix 4B – Algunas abreviaturas).
- The teacher tests new vocabulary taught.
- The teacher distributes activity worksheet (see Appendix 4A – Scavenger Hunt por Internet), as well as copies of Hispanic newspapers and magazines to students.
- The teacher sets the appropriate time limit for the Scavenger Hunt game.
- The student who completes the activity worksheet task or who has the most identified vocabulary within the established time limit wins a prize (if the teacher wishes).
- Students gather examples of current social problems existing in the world via Internet.
- Students discuss these social problems in class and find possible solutions to them.
- All events selected must be from local, national, and international newspapers or magazines (printed or on the Internet).
- Students (in groups) orally present possible solutions to the class.
- Teacher evaluates group presentations.

Assessment & Evaluation of Student Achievement

Technique	Tool/Method	Who	Strategy
Formative	Observation	Teacher	Introduction to vocabulary
Formative	Observation	Teacher	Scavenger Hunt
Formative	Paper/pencil	Student	Worksheet - Scavenger Hunt activity Appendix 4A – Scavenger Hunt por Internet
Diagnostic/ Formative	Observation	Teacher	Discussion
Summative	Paper/Pencil	Student	Vocabulary test
Summative	Oral	Student/Teacher	Group presentation of possible solutions

Accommodations

- Adjust the time allotted for completion of written test and time limit for Scavenger Hunt.

Appendices

Appendieces 4A – Scavenger Hunt por Internet and 4B – Algunas abreviaturas

Activity 2: Situaciones hipotéticas

Time: 5 hours

Description

Students further develop their language skills through group work using hypothetical situations. Use of the subjunctive is reinforced. Students experience script writing and the recording of a video-documentary by discussing possible solutions to problems in our society in light of Gospel social teachings.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
1e - speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith);
1h - respects the faith traditions, world religions and the life-journeys of all people of good will;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
3b - creates, adapts, and evaluates new ideas in light of the common good;
3c - thinks reflectively and creatively to evaluate situations and solve problems;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
6c - values and honours the important role of the family in society;
7c - seeks and grants forgiveness;

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information (e.g., comment on views expressed in conversations and discussions);
LI1.02 - demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations (e.g., prepare a synopsis of a radio or television documentary that focuses on current issues);
LI1.03 - demonstrate an understanding of cultural aspects of the international language by identifying regional differences in language as well as different levels of language;
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and group discussions using vocabulary and language structures appropriate to the level (e.g., take part in a debate on desirable careers);
SP1.03 - express personal opinions and explain ideas in a variety of prepared and open-ended conversations (e.g., participate in a videoconference with students from another school);
RE1.02 - read aloud with accuracy and fluency;
RE1.04 - respond to a range of texts in a variety of media by relating the ideas and themes to contemporary issues and personal experiences;
WR1.01 - write reports and compositions, using vocabulary and language structures appropriate to the level (e.g., write a book or film review);
WR1.02 - express ideas and feelings in writing, using increasingly complex forms (e.g., write short essays and narrative, descriptive, and expository passages);
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 - edit and proof read their work, with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources (e.g., print and electronic dictionaries, spell-check and grammar features of software programs).

Prior Knowledge & Skills

- Indicative verb tenses, conditional verb tenses, the imperative, and present and past subjunctives
- All other language skills/structures learned in previous levels and units

Planning Notes

- Prepare and provide a list of possible hypothetical situations (see Appendix 4C – Situaciones hipotéticas).
- Prepare review materials on present and past subjunctive.
- Prepare quizzes and tests on the imperfect and pluperfect subjunctive.
- Prepare criteria list for video documentary (see Appendix 4D – Criterios para el documental).
- Prepare evaluation form for video documentary (see Appendix 4E – Evaluación del documental).
- Reserve TV, VCR, and video equipment.

Teaching/Learning Strategies

- The teacher reviews and quizzes/tests students on the present and past subjunctives.
- The teacher teaches and tests students on the imperfect and pluperfect subjunctives.
- The teacher brainstorms with students for possible hypothetical situations that lead to possible solutions for the next century (see Appendix 4C – Situaciones hipotéticas).
- The teacher divides the class into groups required by the hypothetical situation.
- Students choose a hypothetical situation and discuss possible solutions within a time limit.
- The teacher distributes a criteria list for the video documentary (see Appendix 4D – Criterios para el documental).

- Students write scripts pertaining to the hypothetical situation and to the possible solutions.
- Students submit one copy (per group) of the situation with its possible solutions to the teacher.
- Students prepare documentaries on video.
- Students present documentaries to the class.
- The teacher evaluates documentaries (see Appendix 4E – Evaluación del documental).

Assessment & Evaluation of Student Achievement

Purpose	Tool/Method	Who	Strategy
Formative/Diagnostic	Oral	Teacher/students	Brainstorm
Formative	Paper/Pencil	Student	Quizzes/tests
Formative	Paper/Pencil	Student (groups)	Script writing
Formative/Diagnostic	Oral	Student	Group discussion
Summative	Oral	Student/Teacher	Videotaped documentary

Accommodations

- Arrange for assistance with written activity and oral presentation. This assistance may be provided by a peer, a classroom teacher, or Special Education staff according to students' specific needs.
- Adjust the time allotted for completion of written activity/video.
- Adapt expectations according to IEPs, e.g., adapt format and required elements of presentation.
- Arrange for opportunities to reinforce grammar structures, e.g., study buddy, flash cards, etc.

Appendices

Appendix 4C – Situaciones hipotéticas
Appendix 4D – Criterios para el documental
Appendix 4E – Evaluación del documental

Activity 3: Si fuera...

Time: 5 hours

Description

Students research Spanish, Latin American, and Hispanic-Canadian history. The teacher gives an overview of Hispanic historical characters and/or events with special emphasis on current events. Through the study of history, students further develop their knowledge of the Spanish language and the forces that have shaped and/or influenced our current standards of common usage. An appreciation of their contributions to the world of art, literature, music, and the Church is highlighted. Students learn to appreciate life as a gift to cherish from God. Cultural heritage, faith traditions, and history are respected and better understood.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

2c - thinks reflectively and creatively to evaluate situations and solve problems;
3b - creates, adapts, and evaluates new ideas in light of the common good;
4c - takes initiative and demonstrates Christian leadership;
5c - develops one's God-given potential and makes a meaningful contribution to society;
7a - acts morally and legally as a person formed in Catholic traditions;
7d - promotes the sacredness of life.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information (e.g., comment on views expressed in conversations and discussions);
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and group discussions using vocabulary and language structures appropriate to the level (e.g., take part in a debate on desirable careers);
RE1.01 - read, for comprehension of main ideas and supporting details, selections from a variety of texts, * including a minimum of three genres (e.g., novels, plays, film scripts);
***Note:** students are expected to read at least 200 pages of text (100 intensive, 100 extensive) at this level.
RE1.03 - demonstrate the ability to make inferences and predictions concerning characters and events in short stories and novels, as well as connections between ideas and facts in non-fiction works;
RE1.05 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of complex and well-researched projects (e.g., prepare a presentation on a historical or cultural topic using a variety of print resources);
WR1.01 - write reports and compositions, using vocabulary and language structures appropriate to the level (e.g., write a book or film review);
WR1.02 - express ideas and feelings in writing, using increasingly complex forms (e.g., write short essays and narrative, descriptive, and expository passages);
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 - edit and proof read their work, with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources (e.g., print and electronic dictionaries, spell-check and grammar features of software programs).

Prior Knowledge & Skills

- All language structures studied to date from previous units and levels
- All indicative verb tenses, all conditional verb tenses and/or all subjunctive verb tenses

Planning Notes

- Provide chart paper and markers in order to brainstorm vocabulary related to history in general and to Spanish/Latin-American history and culture.
- Prepare quizzes to evaluate new vocabulary and the subjunctive in *ciertas cláusulas adverbiales*.
- Prepare oral evaluation checklist for *Si...* activity.
- Procure and prepare small blank cue cards and a box in which to put them.
- Prepare flash cards with *cláusulas adverbiales* such as *tan pronto como, hasta que, antes de que...*
- Verify and secure Internet sites for historical information.
- Prepare evaluation checklist for essay (see Appendix 4F – Lista de comprobantes para el proceso de escritura).

Teaching/Learning Strategies

- The teacher encourages students to brainstorm vocabulary related to history in general and to Spanish/Latin-American history and culture.
- The teacher writes vocabulary on chart paper.
- The teacher quizzes students on new vocabulary.
- The teacher reviews the *imperfecto del subjuntivo y el pluscuamperfecto del subjuntivo.*
- The teacher teaches the *cláusulas adverbiales* such as *tan pronto como, hasta que, antes de que...* using flash cards.
- The teacher quizzes the students on the *cláusulas adverbiales.*
- The teacher informs the class that they will play the game *Si fuera...* within a time limit set by the teacher.
- The teacher asks students to write down on blank cards any noun (one noun per card) of their choice (proper, abstract, concrete, common) from any historical time period, paying particular attention to new vocabulary taught, e.g., *el sistema solar, el satélite, la creación del mundo, la evolución, los dinosaurios, la prehistoria, las cuevas de Altamira, los aztecas, los celtas, los iberos,* etc.
- The teacher collects the cards and places them in a box.
- The teacher distributes 10 – 15 new blank cards to the students.
- Students are to write one *si* question on the card using the imperfect or pluperfect subjunctive and/or *cláusulas adverbiales.*
- The teacher reminds students to use as many different categories as possible (one category per *si* questions), e.g., *Si fuera una flor, qué flor sería?* or *Si fuera un sentimiento, qué sentimiento sería?* or *Si fuera posible, qué podría Ud. hacer hasta que alguien lo pare?*
- The teacher chooses, at random, a panel of five or six students and one contestant (student) per game. Students who are not chosen become the audience for the game.
- The teacher selects another panel of five or six students and one contestant for a consecutive game, and so forth until all students have taken part on the panel or as contestants.
- The teacher begins the first game by telling the panelists to sit in front of the class facing the rest of the students and by telling the contestants to sit sideways, also at the front, but to one side of the room.
- The teacher informs the class that each game lasts approximately 10 minutes. After asking as many questions as possible, the contestants are obligated to guess the correct answer.
- The teacher selects a card from the box and shows only the panelists the noun on the card chosen (eg., *las cuevas de Altamira).*
- The teacher tells the contestant to ask each panelist a different *si* question that he/she has written on blank cards. (e.g. *¿Si fuera una flor, qué flor sería?*, etc.)
- The student (panelist) to whom the question is posed responds by giving clues to facilitate a correct response.
- Each panelist responds to the question asked in a similar fashion (Answers vary).
- After 10 minutes, the contestant guesses the noun.
- The students write an essay on *Si fuera un personaje histórico, ...* incorporating vocabulary and grammar taught in this unit (see Appendix 4F – Lista de comprobantes para el proceso de escritura).
- The teacher collects the first draft. Suggestions are given and returned to students.
- The students incorporate the suggestions and prepare a second draft and then a final draft to be handed in to the teacher.
- The teacher evaluates the final draft of the essay.

Assessment & Evaluation of Student Achievement

Purpose	Tool/Method	Who	Strategy
Formative	Oral/Aural	Teacher/students	New vocabulary
Formative	Paper/Pencil	Student	Vocabulary quiz
Formative	Observation	Teacher	Introduction to *cláusulas adverbiales*
Formative	Paper'Pencil	Students	Writing activity - *Si* questions
Formative	Oral/Aural	Students	Quiz - *cláusulas adverbiales*
Summative	Paper/Pencil	Students	*Si* activity
Summative	Paper/Pencil	Students/Teacher	Essay - final draft

Accommodations

- Consult student's IEPs to make accommodations.
- Provide assistance with oral presentation.
- Adapt expectations according to IEPs, e.g., allotted time, required elements.
- Arrange for assistance with written work. This assistance may be provided by a peer, a classroom teacher, or Special Education staff according to students' specific needs.
- Adjust the time allotted for completion of essay, oral activity, and quizzes.
- Arrange for opportunities to reinforce grammar structures, e.g., study buddy, flash cards, etc.

Appendices

Appendix 4F – Lista de comprobantes para el proceso de escritura.

Activity 4: ¿Soluciones?

Time: 5 hours

Description

This activity examines representations of the human condition, moral dilemmas, and Gospel values in literature and the media. Skills taught include essay writing and oral presentation etiquette. The teacher insures the use of inclusive and representative materials. Students use literary knowledge acquired to create a "talking book." Their activity includes a glance into possible solutions that may aid in resolving global differences. They reflect upon life's choices and opportunities as Christians. They are encouraged to recognize that Good prevails over Evil when Gospel teachings are practised.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
1e - speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith);
1h - respects the faith traditions, world religions and the life-journeys of all people of good will;
2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;
3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;
4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
5c - develops one's God-given potential and makes a meaningful contribution to society;

6c - values and honours the important role of the family in society;
7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information (e.g., comment on views expressed in conversations and discussions);
LI1.02 - demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations (e.g., prepare a synopsis of a radio or television documentary that focuses on current issues);
LI1.03 - demonstrate an understanding of cultural aspects of the international language by identifying regional differences in language as well as different levels of language;
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and group discussions using vocabulary and language structures appropriate to the level (e.g., take part in a debate on desirable careers);
SP1.03 - express personal opinions and explain ideas in a variety of prepared and open-ended conversations (e.g., participate in a videoconference with students from another school);
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of creative activities (e.g., dramatize a literary work);
RE1.02 - read aloud with accuracy and fluency;
RE1.04 - respond to a range of texts in a variety of media by relating the ideas and themes to contemporary issues and personal experiences;
WR1.01 - write reports and compositions, using vocabulary and language structures appropriate to the level (e.g., write a book or film review);
WR1.02 - express ideas and feelings in writing, using increasingly complex forms (e.g., write short essays and narrative, descriptive, and expository passages);
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 - edit and proof read their work, with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources (e.g., print and electronic dictionaries, spell-check and grammar features of software programs).

Prior Knowledge & Skills

- All tenses of the indicative mood
- All tenses of the subjunctive mood
- All tenses of the conditional mood
- The imperative mood
- Language structures include all previously taught structures

Planning Notes

- Provide review materials on all tenses of the subjunctive mood.
- Prepare materials for study in the sequence of tenses.
- Provide and prepare a checklist for writing (see Appendix 4F – Lista de comprobantes para el proceso de escritura).
- Provide a list of countries from which the students may choose their topic to create a "talking book" (see Appendix 4G – Algunos países del mundo).
- Prepare evaluation for final product (see Appendix 4H – Evaluación escrita para el libro hablante and Appendix 4I – Criterio para la presentación oral del libro hablante).

Teaching/Learning Strategies

- The teacher prepares previously taught structures for review.
- Students continue the study of the subjunctive mood in present and past tenses.
- The teacher teaches the sequence of tenses.
- Students are tested on the proper usage of new grammatical structures.
- The teacher distributes a checklist on writing a final product (see Appendix 4F – Lista de comprobantes para el proceso de escritura).
- The teacher distributes a list of possible topics from which students may select a Hispanic country and/or any country in order to create an original story for their "talking book" (see Appendix 4F – Lista de comprobantes para el proceso de escritura and Appendix G – Algunos países del mundo).
- Students group themselves in pairs and begin to brainstorm ideas for their story in which Good prevails over Evil.
- Students begin to write a rough (first) draft for their story (see Appendix 4F – Lista de comprobantes para el proceso de escritura).
- Students provide the teacher with a written rough copy of their story prior to the due date of the final copy.
- The teacher edits the rough draft by giving suggestions and returns it to students.
- Students revise their story based on the teacher's suggestions.
- Students rewrite, complete, and illustrate their story in book format.
- Students record story on audiocassette or on a compact disk.
- Students submit their final draft (in book format) and the recorded version to the teacher.
- The teacher evaluates the written final product and the recorded final product (see Appendix 4H – Evaluación escrita para el libro hablante and Appendix 4I – Criterio para la presentación oral del libro hablante).
- Final products, recorded and illustrated versions, may be shared with the class and/or with elementary students (a field trip possibility).

Assessment & Evaluation of Student Achievement

Purpose	Tool/Method	Who	Strategy
Formative/ Diagnostic	Observation	Teacher	Oral communication and participation
Formative	Paper/Pencil	Student	Subjunctive moods - quizzes
Formative	Paper/Pencil	Student	Sequence of tenses
Formative	Brainstorming/Rough Copy/Peer Evaluation	Student and Teacher	Written first draft of story
Formative	Rough Copy	Teacher	Written first draft
Formative	Peer Evaluation	Student	Written second draft
Summative	Evaluation Form	Teacher	Final draft of story and recorded copy

Accommodations

- Arrange for assistance and extra time in preparing story.
- According to IEPs, adapt format and required elements of a short story, e.g., elements required, length, etc.
- Consult with Special Education staff for recommendations regarding assessment and evaluation.

Appendices

Appendix 4F – Lista de comprobantes para el proceso de escritura
Appendix 4G – Algunos países del mundo
Appendix 4H – Evaluación escrita para el libro hablante
Appendix 4I – Criterio para la presentación oral del libro hablante

Activity 5: Pronunciar un discurso

Time: 4 hours

Description

Students conclude their cultural and linguistic journey by writing a speech. Writing skills are an essential component of academic preparation for university level studies. This activity challenges students to develop their ability to discern a moral conscience. By integrating Gospel teachings with life experiences, students explore practical communication and creative expression. Students demonstrate Christian leadership by preparing a formal oral speech that illustrates the diversity and interdependence of our contemporary society.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
3c - thinks reflectively and creatively to evaluate situations and solve problems;
3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information (e.g., comment on views expressed in conversations and discussions);
LI1.02 - demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations (e.g., prepare a synopsis of a radio or television documentary that focuses on current issues);
LI1.03 - demonstrate an understanding of cultural aspects of the international language by identifying regional differences in language as well as different levels of language.
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and group discussions using vocabulary and language structures appropriate to the level (e.g., take part in a debate on desirable careers);
SP1.03 - express personal opinions and explain ideas in a variety of prepared and open-ended conversations (e.g., participate in a videoconference with students from another school);
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of creative activities (e.g., dramatize a literary work);
RE1.02 - read aloud with accuracy and fluency;
RE1.05 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of complex and well-researched projects (e.g., prepare a presentation on a historical or cultural topic using a variety of print resources);
WR1.01 - write reports and compositions, using vocabulary and language structures appropriate to the level (e.g., write a book or film review);
WR1.02 - express ideas and feelings in writing, using increasingly complex forms (e.g., write short essays and narrative, descriptive, and expository passages);
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 - edit and proof read their work, with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources (e.g., print and electronic dictionaries, spell-check and grammar features of software programs);
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays (e.g., write an essay on the literature, music, or art of a country where the language is spoken).

Prior Knowledge & Skills

- All language structures taught in previous Units

Planning Notes

- Provide a list of current social issues existing in the world from which students may select an issue and prepare an oral presentation.
- Discuss a video-documentary (such as *Evita*) in which students may witness an example of a speech.
- Procure TV and VCR.
- Prepare activity worksheet with questions examining how a speech is given (see Appendix 4J – Sobre el discurso).
- Prepare a checklist on how to write a speech (see Appendix 4K – Pensar en su discurso/Escribir un discurso).

- Prepare evaluation of speech (see Appendix 4L – Evaluación escrita para el discurso and Appendix 4M – Evaluación oral para el discurso).
- Reserve use of the Internet, CD players, and audio cassette players.
- Reserve time in the Resource Centre for students to find information on the Internet (e.g., historical origin, uses, and importance/significance to the Hispanic culture).

Teaching/Learning Strategies

- The teacher shows a video documentary in which students witness an example of a speech.
- Students examine a speech given in a video documentary such as *Evita.*
- Students answer questions on activity worksheet (see Appendix 4J – Sobre el discurso).
- Students brainstorm current social issues existing in the world.
- The teacher distributes a list of current social issues existing in the world.
- Students select their topic from the list.
- Students complete checklist (see Appendix 4K – Pensar en su discurso/Escribir un discurso and Appendix 4L – Evaluación escrita para el discurso).
- Students write first draft on selected speech topic.
- Students edit and revise first draft.
- The teacher collects second draft and supplies added suggestions for revision.
- Students edit speech based on teacher's suggestions.
- Students rewrite speech.
- Students memorize and practise the delivery of speech.
- Students present speech to class.
- Students submit a written copy of speech to the teacher.
- The teacher evaluates speech (see Appendix 4L – Evaluación escrita para el discurso and Appendix 4M – Evaluación oral para el discurso).

Assessment & Evaluation of Student Achievement

Purpose	Tool/Method	Who	Strategy
Formative	Observation	Teacher	Activity worksheet
Formative	Observation	Teacher	Activity Checklist
Formative/Diagnostic	Checklist	Teacher	Brainstorm ideas/Group Collaboration
Formative	Peer Evaluation	Student	First draft of speech
Formative	Second draft	Teacher	Second draft of speech
Summative	Rubric	Teacher	Oral Presentation of speech
Summative	Evaluation	Teacher	Written copy of speech

Accommodations

- Pair students with a sensitively selected partner.
- Arrange for extra assistance with the research and preparation of the speech.
- Adapt the format and required elements of the oral presentation of speech and the written final copy.
- Refer to recommendations regarding assessment and evaluations made by Special Education staff.

Appendices

Appendix 4J – Sobre el discurso
Appendix 4K – Pensar en su discurso/Escribir un discurso
Appendix 4L – Evaluación escrita para el discurso
Appendix 4M – Evaluación oral para el discurso

Appendix 4A

Scavenger Hunt por Internet

Explore las páginas Web escogidas por su profesor. Navegue el Internet para localizar las informaciones siguientes.

1. ¿Cúal es el pronóstico del tiempo para los próximos tres días en su ciudad?
2. ¿Qué tiempo hace en Caracas, Venezuela (en Sevilla, en Santiago de Chile, etc.)?
3. Busque un artículo sobre la economía mejicana sacado de un periódico mejicano. ¿Cómo se llama el periódico? ¿Cúal es el título del artículo? ¿Cómo se llama el (la) reportero(a)? ¿Cúal es la fecha?
4. Busque un agente de viaje que le venda un billete para viajar al Río Amazonas.
5. Busque el nombre de tres museos en Canadá (en Argentina, en Marruecos, etc.).
6. Busque información sobre la posibilidad de estudiar en Madrid (en Montevideo, en Roma, en el Caíro, etc.).
7. Localice la ruta de mariposas entre Canadá y México.
8. Busque títulos de tres novelas escritas por Miguel de Cervantes (tres poemas escritos por Pablo Neruda, etc.).
9. Dé los horarios de vuelo de Air Canada de Toronto hasta Miami (Acapulco, etc.).
10. Busque un sitio Web que muestre un mapa de Honduras (u otro país) que pueda ser duplicado/imprimido.
11. Busque un sitio Web que señale el estudio de libre comercio, etc.
12. Busque un sitio Web para enviar tarjetas de Navidad (de San Valentín, etc.).
13. Busque la fecha de tres fiestas hispanas y el lugar dónde se celebran.
14. Busque y escriba el nombre de cinco presidentes de países hispanos.
15. Busque un sitio Web para poder escuchar música latina (española, clásica, etc.).

Appendix 4B

Algunas abreviaturas

A.C.	Año Cristo	M.o	Maestro
a.c.	año corriente	N.a S.ra	Nuestra Señora
adj.	adjunto	NN.UU.	Naciones Unidas
admón.	administración	N.S.	Nuestro Señor
a. de C.	antes de Cristo	N.T.	Nuevo Testamento
A.P.D.	Asistencia Pública Domicilaria	ONU	Organización de las Naciones Unidas
A.R.	Alteza Real	OVNI	Objeto volante no identificado
Arz.	Arzobispo	P.	Padre/Papa
A.T.	Antiguo Testamento	pág(s).	página(s)
Barna.	Barcelona	P.D.	posdata
Bs. As.	Buenos Aires	p.ej.	por ejemplo
C.A.E.	cóbrese al entregar	P.R.	Puerto Rico
C.D.	Cuerpo Diplomático	R.A.U.	República Arabe Unida
CEE	Comunidad Económica Europea	R.P.	Reverendo Padre
Cía.	Compañia	R.M.	Reverenda Madre
cs.	centavos	R.N.E.	Radio Nacional de España
c/u	Cada uno	S.M.N.	Servicio Meteorológico
C.V.	caballos de vapor	Sr.	Señor
dcha.	derecha	Sres.	Señores
d. de J.C.	despúes de Jesucristo	Srta.	Señorita
EE.UU.	Estados Unidos	S.R.C.	se ruega contestación
F.E.F.	Federación Española de Fútbol	S.S.	Su Santidad
Gral.	General	ss.	santos/santas
Hnos.	Hermanos	Sta.	Santa
I.C.H.	Instituto de Cultura Hispánica	Sto.	San
izq.a	izquierda	TVE	Televisión Española
		Ud. (Vd.)/Uds. (Vds.)	Usted/Ustedes

Source: Collins Spanish Dictionary, 1982. ISBN 0 00 433471 X

Appendix 4C

Situaciones hipotéticas

1. Después de una guerra nuclear o bioquímica tienen que repoblar la tierra pero pueden escoger sólo a siete personas entre las doce que han sobrevivido el desastre. Cada uno tiene su edad, su oficio, sus características positivas y negativas y sus problemas.
2. Después de un desastre mundial, Uds. tienen que escapar en una nave espacial. ¿Quiénes llevarían consigo?
3. Es el fin del mundo y Díos vendrá a pronunciar su juicio universal. ¿A quiénes escogerá/escogería?
4. Los grandes artistas del pasado visitan a los artistas de hoy.
5. Cristóbal Colón (Francisco Pizarro) visita México (Perú) después de 500 años.
6. El sueño de Ponce de León se convierte en realidad. Usted ha descubierto "la fuente de la juventud."
7. Usted está a punto de casarse y descubre que su novio(a) es primo(a) medio hermano(a), etc.
8. Mientras está viajando por un país desconocido, Usted conoce a su doble.
9. Un día Usted se despierta y es otra persona.
10. Usted acaba de inventar un alimento del futuro (p.ej. las sandías cuadradas).
11. La tierra ha sido invadida por extraterrestres que les mandan a Uds. que escojen una persona que tiene que ser eliminada para que el mundo se salve de pestilencias y de una terrible catástrofe. ¿A quién buscarán/buscarían y por qué? ¿De qué país será/sería y por qué? ¿De qué religion será/sería y por qué? De qué raza será/sería y por qué? etc.
12. Usted ha inventado unas gafas que cuando puestas, uno puede saber lo que piensa una persona de su selección. ¿A quién escogería? ¿Qué pensaría? ¿Qué decidiría? ¿Qué influencia tendría en el mundo? etc.

Appendix 4D

Criterios para el documental

Su documental tendrá que incluir los siguientes elementos:

- ❑ un título
- ❑ una situación hipotética
- ❑ un buen resumen de los hechos hipotéticos
- ❑ evidencia que soporte la situación y los hechos hipotéticos
- ❑ entervistas/comentarios sobre los problemas encontrados
- ❑ reporteros y reportajes en forma de noticias (los números dependen de la situación hipotética)
- ❑ lenguaje que refleje la situación hipotética
- ❑ fotos, mapas, otros medios visuales, música
- ❑ sugerencias que lleven a soluciones posibles
- ❑ claridad/coherencia

Appendix 4E

Evaluación del documental

Atrae la atención del público desde el principio	/5
Presenta claramente la situación hipotética	/10
Es lingüísticamente y artísticamente creativo	/10
Contiene un título, una solución hipotética, un resumen y soluciones posibles	/10
Las entervistas, comentarios y reportajes son muy efectivos	/10
Las fotos, mapas, medios visuales y música contribuyen a la totalidad artística del documental	/10
El lenguaje es muy efectivo, claro y coherente	/10
Buen uso de la gramática	/15
Buena pronunciación e intonación	/15
Mantiene la atención del público hasta el fin	/5
Total	/100

Comentarios:

Appendix 4F

Lista de comprobantes para el proceso de escritura

Nombre _____ **Fecha** _____

Señale con una **X** la respuesta apropiada.

La preescritura. Para organizarme…

Pensé en un tema _____	Hice un boceto _____	Hice una investigación _____
Hablé con otra gente _____	Observé _____	Usé la imaginación _____
Hice una entrevista _____	Hice preguntas _____	Otra _____

El borrador. Para escribir el borrador…

Organicé todo en orden lógico _____	Hice un bosquejo _____	Escribí en tarjetas _____
Tomé notas _____	Escribí una introducción _____	Escribí una conclusión _____
Otra _____		

Las correcciones. Para editar mi trabajo…

Pedí sugerencias de otra persona _____	Revisé la introducción _____	Revisé la conclusión _____
Busqué errores de gramática _____	Revisé el orden _____	Busqué errores de ortografía _____
Añadí más detalles _____	Otra _____	

La redacción final. Para hacer una copia limpia…

Combiné todo lo que he hecho para finalizar la escritura _____

Junte este formulario con la última versión de su escritura y entréguele todo a su profesor.

Firma _____ **Fecha** _____

Appendix 4G

Algunos países del mundo

Afganistán	Arabia Saudita	Argelia
Argentina	Australia	Bolivia
Brasil	Canadá	Chile
China	Colombia	Costa Rica
Croacia	Cuba	Ecuador
Egipto	El Salvador	Escocia
España	Estados Unidos	Francia
Guatemala	Guayana Francesca	Honduras
India	Inglaterra	Irán
Irlanda	Islas Filipinas	Israel
Italia	Japón	Marruecos
México	Nicaragua	Nueva Zelanda
Pakistán	Panamá	Paraguay
Perú	Puerto Rico	República Dominicana
Rusia	Sud África	Surinam
Tunéz	Turquía	Ucrania
Uruguay	Venezuela	

Appendix 4H

Evaluación escrita para el libro hablante

Lenguaje:

- ❑ Uso del vocabulario **/30**
- ❑ Revisión de ortografía
- ❑ Uso de estructuras gramaticales
- ❑ Creatividad lingüística

Contenido/Coherencia (contiene la información necesaria) **/30**

Organización:

- ❑ Estilo de ensayo **/25**
- ❑ Numeración de páginas
- ❑ Organización lógica

Título **/5**

Bibliografía **/5**

Citas **/5**

TOTAL **/100**

Comentarios:

Appendix 4I

Criterio para la presentación oral del libro hablante

Pronunciación	/10
Entonación	/10
Organización/Preparación	/10
Contenido/Coherencia	/10
Vocabulario	/10
Gramática/Control de estructuras	/10
Creatividad y originalidad	/10
Iniciativa	/5
Actitud/Entusiasmo	/5
Reconocimiento cultural	/10
Comprensión oral/Impresión general	/10
TOTAL	**/100**

Comentarios:

Appendix 4J

Sobre el discurso

Nombre _____ **Fecha** _____

Examine el discurso y después conteste las siguientes preguntas sobre la forma en que ha estado escrito.

1. ¿Cómo captiva el autor la atención del público?
2. ¿Por qué piensa Ud. que el autor ha usado una fábula, un cuento, etc., en su discurso?
3. Busque por lo menos dos casos en los que el autor haya usado repetición de palabras, frases, u oraciones para acentuar su propósito.
4. ¿Por qué piensa Ud. que el autor ha usado el diálogo en su discurso?
5. Busque un ejemplo concreto de metáfora visual.
6. Busque por lo menos un ejemplo de una oración que resuma el discurso.

Appendix 4K

Pensar en su discurso/Escribir un discurso

Nombre _____ **Fecha** _____

Complete el siguiente esquema para ayudarle a convertir su ensayo a discurso.

Consideración	Respuesta/Reacción
Asunto/Tema 1. ¿Cúal es el asunto/tema de su discurso? 2. ¿Qué preguntas podría hacer el público sobre este asunto?	
Público 1. ¿Quién es mi público? 2. ¿Qué información tendré que explicar a este público? 3. ¿Tendré que aclarar mi punto de vista a este público? Si sí, ¿cómo podré hacerlo?	
Intención/Motivo 1. ¿ Por qué me han pedido hacer un discurso? 2. ¿ Quiero informar, persuadir o entretener a mi público?	
Lugar 1. ¿Dónde hablaré? ¿Cómo podrá esto afectar mi presentación? 2. ¿Cúando hablaré? ¿Cómo podrá esto afectar mi presentación?	

Planear su discurso

Preocupaciones	Soluciones
¿Cómo podré captar el interés del público?	
¿Cómo podré mantener el interés del público durante todo el discurso?	
¿Qué tipo de lenguaje usaré?	
¿Cómo podré comunicarme bien con el público?	

Escribir su discurso - Revise sus respuestas/reacciones a estas cartas de preguntas. Use estas ideas para convertir su ensayo a un discurso eficaz.

Appendix 4L

Evaluación escrita para el discurso

Lenguaje: (30)	
❑ Uso del vocabulario	**/5**
❑ Revisión de ortografía	**/10**
❑ Uso de estructuras gramaticales	**/10**
❑ Creatividad lingüística	**/5**
Contenido/Coherencia (contiene la información necesaria) **(30)**	**/30**
Organización: (25)	
❑ Estilo de ensayo	**/10**
❑ Numeración de páginas	**/5**
❑ Organización lógica	**/5**
Título	**/5**
Bibliografía	**/5**
Citas	**/5**
TOTAL	**/100**

Comentarios:

Appendix 4M

Evaluación oral para el discurso

Pronunciación	/10
Entonación	/10
Organización/Preparación	/10
Contenido/Coherencia	/10
Vocabulario	/10
Gramática/Control de estructuras	/10
Creatividad y originalidad	/10
Iniciativa/Esfuerzo	/5
Actitud positiva/Entusiasmo	/5
Confianza en sí mismo	
Buen uso del tiempo	/10
Comprensión oral/Impresión general	/10
TOTAL	**/100**

Comentarios: